

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Allen Edwards Primary School
Number of pupils in school	376
Proportion (%) of pupil premium eligible pupils	46.5% (No. of Pupils - 175)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Vaila McClure
Pupil premium lead	Louise Robertson
Governor / Trustee lead	Vaila McClure (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£242,258
Recovery premium funding allocation this academic year	£ 20,429 (Summer & Autumn 23 Payments)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£262,687as at Nov 23

Part A: Pupil premium strategy plan

Statement of intent

As a school, our intent is to ensure that all pupils, irrespective of their background, have equal opportunities to access the school curriculum as well as the wider opportunities which are on offer. Our aim is to reduce barriers that pupils may face and which may impact on their ability to be successful learners. Some of these barriers may relate to disadvantaged pupils and some are the consequence of the COVID-19 pandemic. The purpose of this plan is to identify key priorities, based on external research which highlights good practice and strategies to support the implementation of these priorities. The priorities are also derived from internal knowledge and data of the school.

The central focus of the plan is on quality first teaching which meets the needs of all learners. Through quality first teaching, pupils will have access to a curriculum that reflects appropriate balance and depth to ensure the skills and knowledge requirements of the National Curriculum are achieved, with the majority of pupils leaving KS2 working at the appropriate levels across all curriculum areas. The impact of the COVID-19 Pandemic has meant that careful adjustments and review of the curriculum has been carried out to ensure that essential building blocks of learning have been met by pupils. Gaps in knowledge and skills, that arose during the pandemic, must be reduced with the aim of closing these gaps within the three-year plan.

Many disadvantaged pupils start the school working below age related expectations in Communication and Language. This has been highlighted as an area for development. Therefore, there will be focus on Communication and Language across the school. In Early Years and Year 1, this will be in the form of identifying whole class opportunities which encourage and prioritise communication and language, as well as targeted small group/1:1 intervention. From Year 2 upwards, there will be a key focus on subject specific vocabulary across curriculum areas, which will form priorities of professional development for staff. There will be a specific focus on Reading and the use of quality core texts as well as how this links to producing quality writing outcomes to ensure pupils have access to rich and varied vocabulary which they can use in subsequent writing outcomes. Bespoke interventions for specific pupils in KS2 will be carried out for those that need more targeted intervention in Reading.

A new whole school phonics scheme was introduced in September 2022. The acquisition of phonics supports early reading and therefore this is an essential component to ensure pupils have the tools to become independent readers. For those pupils who by the end of year 1 have not reached age appropriate expectations, phonics teaching and interventions will continue. In addition to developing reading fluency, a focus on additional reading comprehension skills across KS2, using

stimulating and age appropriate texts, will be the focus of professional development and professional meetings to ensure progress is carefully monitored and gaps closed.

A focus on arithmetic and developing secure mental maths strategies is essential to being able to access the maths curriculum. The pandemic has impacted on the development for some pupils of core mathematical skills. A whole school approach to times tables linked to rewards and competitions will ensure this retains a high profile across the school. Daily pick-up interventions of maths lessons led by trained assistants will continue to support pupils access to the curriculum and close gaps in learning. Small group tuition in addition to the school day for targeted pupils in KS2 will enable this further.

Continued Professional Development for all staff on outstanding maths teaching will be implemented as part of the CPD cycle and led by the school Maths lead, supported by Senior leaders.

Enrichment opportunities for disadvantaged pupils is essential for pupils to engage in their learning as well as develop skills in areas that pupils show particular interest or talent. As a result, the pupil premium funding will support all pupils to access the following:

- EYFS, Autism Base and Year 1 Pupils weekly Forest School Activities
- Termly visits or trips linked to their theme
- Residential activities
- Music provision led by music specialists

Pupils mental well-being, including disadvantaged pupils, is a key priority and this has seen a rise in cases as a result of the pandemic. Whole school trauma induced training for all staff is intended to ensure all staff have skills and strategies to identify pupils who require additional support as well as provide strategies within their setting which support well-being. The school recognises that for some pupils, whole school strategies are not sufficient and more individual or specialist support is required to ensure their well-being needs are met. Therefore, funding will be used to ensure a package of therapeutic support by specialists as well as training a member of staff to become an emotional literacy support assistant will support pupils and families to ensure an appropriate plan of support can be put in place.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Communication and Language assessments indicate that disadvantaged pupils enter school well below the expected age-related expectations. Baseline data for September 2023 shows 60 % of disadvantaged pupils are working below their expected level in communication and language.
2	Assessments, observations and parental involvement suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Phonics data and Reading data from Summer 2023, indicates that on average disadvantaged pupils do not attain or make as much progress as non-disadvantaged pupils. At the end of KS2, disadvantaged pupils performed below National expectations in Reading.
3	Attainment in reading continues to be an area in which disadvantaged pupils are impacted upon throughout KS1 and KS2. Pupils do not always have easy access to a range of literature or have opportunities to read and discuss at home, particularly if pupils have English as an additional language.
4	<p>Our assessments (including our annual well-being compass), observations and discussions with pupils and families have identified social and emotional issues affecting many pupils, leading to more pupils displaying high levels of anxiety. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. A significant proportion of pupils currently require additional support with social and emotional needs, with pupils receiving 1:1, small group interventions and therapeutic support.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria By 2024/25:
Improved oral language skills and vocabulary among disadvantaged pupils.	To ensure that the gap between disadvantaged pupils and non-

	disadvantaged pupil's in levels of communication and language is closed.
Improved levels of acquisition in phonics to support development of reading fluency.	To ensure that disadvantaged pupils achieve in line with their peers in the Year 1 phonics check.
Improved reading attainment among disadvantaged pupils.	To ensure that reading attainment for disadvantaged pupils at expected and greater depth levels by the end of KS2 is in line with their peers.
Improved maths attainment for disadvantaged pupils at the end of KS2.	To ensure that maths attainment for disadvantaged pupils at expected and greater depth levels by the end of KS2 is in line with their peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Weekly Forest School Enrichment Activity for Nursery, Reception, Autism Base and Year 1 pupils</p> <p>Forest school trained teacher to embed training to further enhance work within the outdoor daily provision</p>	<p>Forest school activities have been proven to improve confidence, social skills, physical development, communication and knowledge and understanding of the world</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	1, 4

<p>Embed phonics teaching to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Continued Professional Development of teachers and teaching assistants to ensure effective teaching strategies are deployed to support skills of reading comprehension. A crucial element of this is for pupils to have access to high quality core texts that they can access at home as well as school. Purchasing of additional texts to enable this is vital for disadvantaged pupils</p>	<p>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. On average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>3</p>
<p>External training by EAL consultant to support disadvantaged EAL learners delivered as whole staff training</p> <p>Embed assessment strategies introduced to ensure accurate identification of EAL stages at assessment points throughout the year to ensure progress is effectively tracked</p>	<p>First quality teaching strategies as well as targeted interventions will support EAL learners and close the gap with their peers</p>	<p>1,2,3</p>
<p>Access to a broad and balanced curriculum with specialist teachers to support pupils in music.</p>	<p>Disadvantaged pupils are less likely to access specialist music tuition and learn to play an instrument. The school ensures these pupils have access to specialist teachers and that pupils who demonstrate a talent for a particular instrument will be provided with small group or 1:1 tuition</p>	<p>4</p>

<p>Access to additional adult support and specialist teaching assistants, within class sessions and for small group pick-up intervention of English and Maths daily</p> <p>Changes to structure of day so that teachers and teaching assistants have time to meet before school to discuss daily lessons and interventions needed</p> <p>Recruitment of two Higher Level Teaching Assistants to target disadvantage pupils and close the attainment gap in Reading, Writing and Maths specific to individual cohorts</p>	<p>Teaching Assistant support is most effective when integrated into the lesson and part of the daily provision. This ensures support for pupils is in line with class expectations and strategies and a seamless transition between class work and follow-up intervention enables this.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1,2,3,</p>
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Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions, including Colourful Semantics, Lego Therapy and other speech and language interventions for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Small group daily phonics as well as additional phonics sessions for disadvantaged pupils across Early Years and KS1</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Small group tuition within and</p>	<p>Using evidence from the EEF and the principles highlighted in the National Tutoring Programme, small</p>	<p>4</p>

outside of school hours in Maths	<p>group tuition of targeted pupils evidences that impact on pupils who are falling behind will be supported by small group tuition to close gaps in their knowledge</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://nationaltutoring.org.uk/</p>	
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Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Place2Be practitioner to support pupils emotional and mental well-being needs	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4
Music Therapy	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4
Continue Whole staff training on behavior management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Pupils in Early Years, Year 1 and pupils within the Autism Base accessed weekly forest school activities throughout the academic year. It was also agreed to fund additional forest activities for targeted pupils in Year 2.

At the end of Reception 2023, 40% of disadvantaged pupils achieved a Good Level of Development compared to 60% of Non-Disadvantaged pupils. The use of forest school activities to support communication and language continues in 2023-24 academic year with a Forest School Lead Forest keeping this as a high priority and ensuring the principles are embedded in daily outdoor provision.

Staff have received training and leaders have received training development days for the Read, Write, Inc. Phonics during 2022-23 and this will continue for 2023-24. Every pupil will be tracked individually and re-assessed every half term to ensure progress is rapid and where needed, interventions are used to support progress.

Maths training for teachers and support staff has been carried out led by the school's maths lead. The of targeted maths interventions and daily pick-up through funding of additional adults has been used to close the gap between disadvantaged and non-disadvantaged pupils in Maths.

Through a range of universal mental health services as well as targeted individual services, the school has ensured that all pupils have accessed appropriate provision to support their mental health and well-being.

Enrichment opportunities, such as specialist music provision, residential visits, trips and visits have been used to ensure all pupils have accessed a wide range of opportunities to increase engagement and motivation as well as improve learning behaviours.

Barriers such as those created by a lack of wrap-around care for families have been removed by supporting families who require such provision.